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ABSTRACT

A 1990 questionnaire and interview survey identified requirements for programs and courses relating to human resource development for international operation. The survey was designed to seek the views of United Kingdom (UK) and European and international companies, professional associations, and accounting firms. Of 540 organizations, 91 returned usable surveys. Organizations reported that "creating a more flexible and responsive organization" was the key human resource issue. Non-UK organizations ranked "Europeanization" and "internationalization" significantly more highly. The most important quality sought in members of a senior management team was "strategic awareness." Organizations cited marketing, business policy, and corporate planning as the subject areas in which a European element should be most significant. Education and development at the executive program level for senior management and directors ranked highest in importance. The most relevant modes of study were "tailored company-specific programs" with a "project component" and "in-company delivery." Human resources and marketing were the two most important "core subjects" of a Master's in Business Administration (MBA) program. In two-thirds of the cases, the employer took the initiative regarding participation in MBA programs. European and/or international awareness and perspective were developed through experience rather than through formal training. (The instrument is appended.) (YLB)

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# Human Resource Development for International Operation

A survey sponsored by

## Surrey European Management School

Dr Colin J Coulson-Thomas
Chairman, Adaptation Limited

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Preface by Professor Paul Gamble
Director, Surrey European Management School

&

Foreword by David Thompson
Chairman, Rank Xerox (UK) Limited

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# Human Resource Development for International Operation

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# Human Resource Development for International Operation

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## PREFACE

By

**PROFESSOR PAUL R GAMBLE**

Director, Surrey European Management School

The survey findings summarised in this report reveal that, compared with UK companies, non-UK European and International companies consider management education and development at all levels of formal qualification to be more important. Our survey also suggests that 'Europeanisation' and 'internationalisation' do not rank highly as human resource issues for UK companies. These issues appear to be ranked significantly more highly by non-UK European and international companies.

There has been a great deal of debate in the last couple of years about the personal status of managers in the UK. By international standards, Britain has an exceptionally low proportion of qualified managers. Only 24% of British managers are formally qualified, whereas the commitment of the top 100 German companies to the value of higher education is shown by the fact that 54% of their company directors hold doctorates.

One cannot distinguish between good and bad managers on the basis of qualifications alone. Indeed they may not even rescue the bad manager. However, there is considerable evidence to show that they offer a great deal to the more capable manager.

Education is a route to flexibility and performance. British companies in particular must do more to prepare their managers to benefit from the potential of Europe. This means the creation of appropriate initiatives to encourage managers to act in the interest of the organisation, rather than the individual, and to focus on the long term.

Industry must be willing to invest in its education and training to equip workers and managers for change, in order to enable them to utilise the new capabilities that are becoming available. For example, only technically aware managers can discern the importance of an information technology infrastructure. Surrey European Management School aims to make available a range of flexible, efficient and cost effective management development programmes. We commissioned Adaptation Limited to investigate industry's need very carefully and we have paid close attention to what industry had to say.

We look forward to a future in which Europe's industry and the its universities will forge new partnerships. This is particularly important in the UK if Britain is to take its proper place in the Europe of today.

## FOREWORD

**By**

**DAVID THOMPSON**

Chairman, Rank Xerox (UK) Ltd

An increasing number of organisations are facing international competition. The image of the World as a global village has found reality in global communications and the global market.

How are companies responding and how should they respond? In order to better understand the human resource requirements for successful international operation, Surrey European Management School (SEMS) has sponsored and commissioned an independent survey of current practice.

Rank Xerox is very much aware of the challenges and opportunities in the international market place. We have direct marketing operations in 30 countries, and are represented in another 50 countries.

We are aware also of the value of 'bench marking' - learning from each others experience - and for this reason we are happy to sponsor the reproduction of this Executive Summary of the major findings of the SEMS survey.

Professor Paul Gamble and his SEMS team are to be congratulated on their initiative in exploring the human resource aspect of internationalisation.

## Introduction

This report summarises the findings of a questionnaire and interview survey carried out over the period May-July 1990, and sponsored by the Surrey European Management School.

The purpose of the exercise has been to better understand the requirements for programmes and courses relating to human resource development for international operation.

Those seeking information on Surrey European Management School's response to the survey findings are invited to contact:

Professor Paul Gamble,
Director,
Surrey European Management School,
University of Surrey,
Guildford,
Surrey GU2 5XH.

## Summary of Key Findings

### (i) Human Resource Issues

'Creating a more flexible and responsive organisation' is the key human resource issue, followed by 'quality and teamwork' and 'continuing updating'.

'Europeanisation : preparation for 1992' and 'Internationalisation: preparation for the globalisation of business' do not rank highly in relative importance as human resource issues for UK companies. These issues are ranked more highly in importance by UK professional firms and associations, and significantly more highly by non-UK European and international companies.

### (ii) Senior Management Qualities

The most important quality sought in members of a senior management team is 'strategic awareness', followed by 'customer focus', 'individual responsibility' and 'communication skills'.

'Language ability', 'European awareness and perspective', 'international awareness and perspective', and 'transnational confidence and effectiveness' do not rank highly in relative importance as qualities sought in the senior management teams of UK organisations. These qualities were regarded as significantly more important by non UK European and international companies.

### (iii) European Element in Subject Areas

Marketing, business policy and corporate planning are the subject areas in which it is thought a European element should be most significant.

### (iv) Levels of Formal Qualification

Education and development at the executive programme level for senior management and directors ranks highest in importance.

Non-UK European and international companies, as compared with UK companies, consider education and development at all levels of formal qualification to be more important.

**(v) Mode of Study**

The most relevant 'modes of study' are thought to be 'tailored company specific programmes', with a 'project component' and 'in-company delivery'. 'Issue based', 'modular' and 'open' programmes are also thought to be relevant. A preference appears to be emerging for the integration of learning and working.

A 'period of study in another EC country', a 'study visit abroad' and 'block release' are not thought to be relevant. Non-UK European and international companies however, as compared with UK companies, put a higher importance upon them.

UK professional firms and associations put a greater importance than UK companies upon the 'portability of credits/qualifications within the UK', and the 'mutual recognition of qualifications' within the EC.

**(vi) Locations for Learning**

The most appropriate location for learning is thought to be at a 'place of work', followed by a 'country house or specialist executive centre'.

**(vii) MBA Programme Subjects**

Human resources and marketing are considered to be the two most important 'core subjects' of an MBA programme.

A wide range of possible MBA 'subjects' were referred to by questionnaire respondents. This may in part explain the preference for programmes and courses that are tailored to the requirements of individual companies.

**(viii) MBA Participation**

In two thirds of cases the employing organisation, rather than the individual employee, generally takes the initiative regarding participation in MBA programmes.

**(ix) Programme Time Commitment**

Two thirds of the respondents feel that a senior manager could reasonably commit no more than forty days per annum to preparation for a post-graduate degree.

Over a half of the respondents feel that, in the case of a post-graduate degree programme designed to build European and/or international awareness and perspective, less than twenty days should be spent abroad.

**(x) Programme Commencement Date**

There is no general agreement concerning the point in the year at which a formal programme should commence. The most frequently cited month, September, was mentioned by under a quarter of respondents.

**(xi) Internationalisation in Practice**

In general European and/or international awareness and perspective, and capacity for transnational effectiveness, is developed in senior managers by means of secondments, exchanges, assignments, projects and other activities as part of a normal job, rather than through formal training and courses. Where people are sent on courses, these are more than twice as likely to be 'internal' courses of the employing organisation, rather than 'external' courses offered by an external third party.

The most commonly cited sources of advice concerning management development issues are internal human resource, personnel and training specialists, followed by external consultants and advisors.

## The Survey

### (i) Structure

To ensure independence and objectivity the survey was undertaken by Adaptation Ltd., a specialist consultancy and research network.

The survey questionnaire is shown as an Appendix, together with the total responses received for each of the quantitative questions. Included in these figures is the responses in a 'European' company questionnaire received after the 'cut-off' date and too late to be included in the tables in the body of this report.

Those surveyed are predominantly larger organisations, but questionnaires were also sent to a number of professional associations and a selection of leading accounting firms.

The survey was designed to seek the views of about 80 organisations. This number was thought appropriate in relation to the size of the total population of 'major professions' and of corporations with a turnover in excess of £1 billion. In the event a slightly higher number of responses was achieved as individuals returned from holidays and, after some delay, completed questionnaires and/or indicated their willingness to be interviewed.

The survey was carried out over the period May - July 1990.

### (ii) Response Rates

The response rates are set out in Figure 1.

The relatively low response rate among 'government' organisations suggests that 'international operation' may not be regarded as a major issue, even for those departments which have significant international links.

The response rates also suggest that UK professional firms and associations and European and international companies may be more concerned than UK companies with 'internationalisation' as an issue.

*Figure 1*

**Questionnaire Response Rates**

| Target Group | Questionnaires | | Response Rate % |
|---|---|---|---|
| | (a) Sent out | (b) Returned | |
| UK Companies | 380 | 56 | 15% |
| UK Professional Firms & Associations | 90 | 21 + 1* | 24.5% |
| European & International Companies | 50 | 12 + 1† | 26% |
| Government | 20 | 2 | 10% |
| **TOTAL** | **540** | **91 + 2** | **17%** |

* Received after 'cut-off' and not complete

† Received after 'cut-off' and included in totals in Appendix I only

**(iii) Job Titles of Respondents**

The letters covering the questionnaires which were distributed were addressed to the chairman and/or chief executive of the organisations concerned.

The job titles of corporate and professional respondents are shown in Figure 2. Whereas most of the chairmen and chief executives of companies have passed on the questionnaires to a person with more direct responsibility for human resource development for international operations, a half of the 'professional' responses are from the chief executive or Secretary of the organisation concerned. Over a quarter of the respondents from UK companies have 'training' or 'development' in their job titles.

**(iv) Respondents' Organisations**

The turnover of the respondents' organisations are summarised in Figure 3.

The turnover of 39, or over four out of ten, organisations represented by returned questionnaires exceeded £1B. Over seven out of ten of the companies returning questionnaires had a turnover in excess of £500 million. All but one of the participating organisations with a turnover of under £10 million were professional firms or associations. In total the survey covered organisations with a combined turnover of some £320 billion.

*Figure 2*

**Job titles of Questionnaire Respondents**

| Job Title | UK Companies | UK Professional Firms & Associations | European & International Companies | TOTAL |
|---|---|---|---|---|
| Chairmen &CEO's | 3 | 8 + 1 | 2 | 13 + 1 |
| Directors/Partners | 13 | 9 | 5 + 1 | 27 + 1 |
| Company/Organisation Secretary | 2 | 2 | - | 4 |
| Managers | 34 | 2 | 5 | 41 |
| Not Specified | 4 | - | - | 4 |
| **TOTAL** | 56 | 21 + 1 | 12 | 89 + 2 |
| 'Training' or 'development' in job title | 16 | 1 | 1 | - |
| 'Other' job titles | 40 | 20 | 11 | - |
| **TOTAL** | 56 | 21 + 1 | 12 | 89 + 2 |

+ 2 = Received after 'cut-off'

About a fifth of the organisations, and over a quarter of the companies, returning questionnaires had in excess of fifty thousand employees, and eight out of ten of the companies employed over ten thousand employees (*Figure 4*). Again organisations at the lower end of the scale were represented almost entirely by professional firms and associations. In total the main survey questionnaire covered over 2.7 million employees. Over one million people are individual members of the professional associations participating in the survey.

**(v) Activities of Respondents**

The activities of the main questionnaire respondents' organisations are shown in Figure 5.

The largest single category of corporate respondent is represented by 'manufacturing/production'. Over a third of UK company respondents, and over a half of the European and international respondents, gave 'manufacturing/ production' as the main activity of their organisations.

*Figure 3*

**Turnover of Questionnaire Respondents' Organisations**

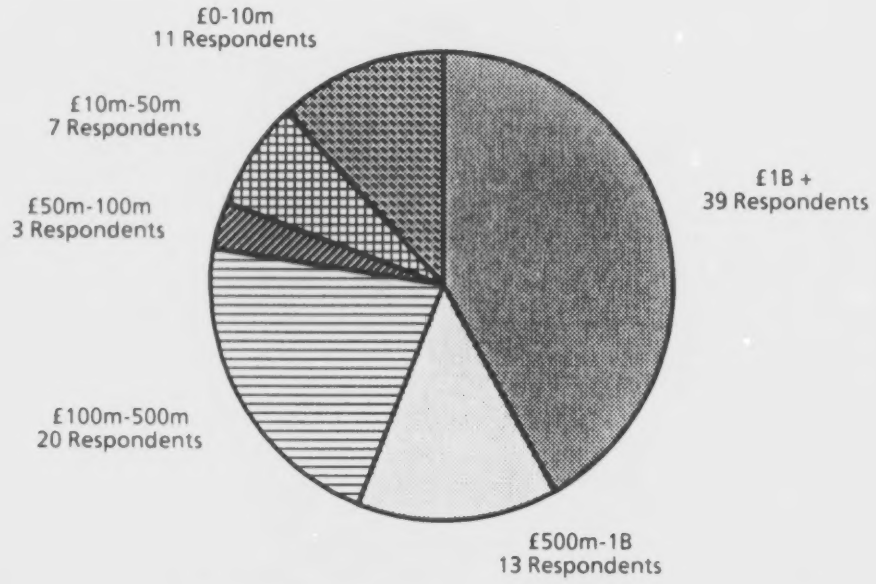
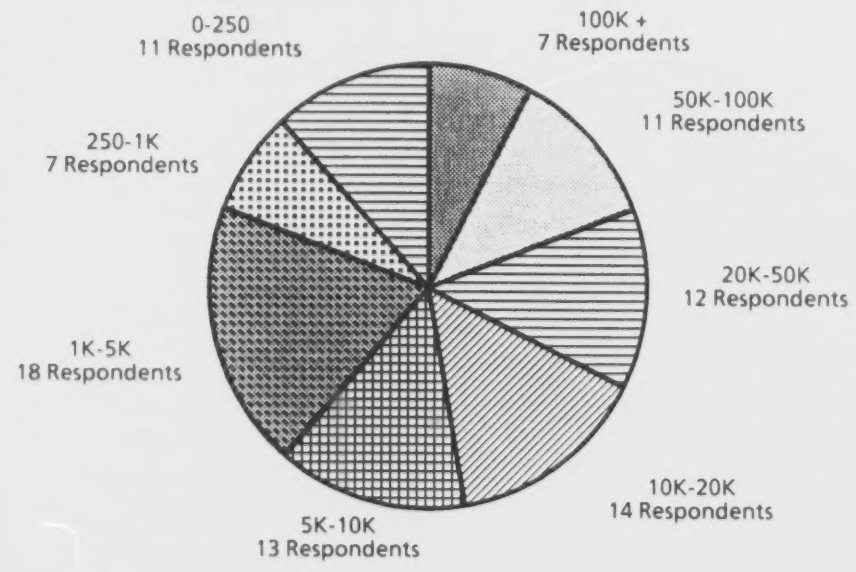



*Figure 4*

**Number of Employees in Respondents' Organisations**



| Activity | UK Companies | European & International Companies | UK professional firms & associations | Govern-ment | TOTAL |
|---|---|---|---|---|---|
| Manufacturing/Production | 20 | 7 + 1 | | | 27 |
| Leisure | | | | | - |
| Utilities | 1 | | | | 1 |
| Financial Services | 6 | 1 | | | 7 |
| Retail/Distribution | 7 | | | | 7 |
| Public Administration & Government | | | | 1 | 1 |
| Construction/Engineering | 4 | 1 | | | 5 |
| Educational body | | 1 | | | 1 |
| Professional Scientific or Consultancy | 4 | 1 | 21 + 1* | | 27 |
| Transport/Communications | 4 | | | 1 | 5 |
| Other Services | 3 | | | | 3 |
| Property Investment/Plant Hire | 2 | | | | 2 |
| Commodity Trading/Mining | 2 | | | | 2 |
| Consumer goods/services | 1 | | | | 1 |
| Information/computing | 1 | 1 | | | 2 |
| Marketing Distribution | 1 | | | | 1 |

*Figure 5 - **Main Activity of Questionnaire Respondents' Organisations.** (Please note: + 1 returned after 'cut-off', + 1* returned but not complete)*

## Human Resource Issues

### (a) Questionnaire Issues

The responses to the question concerning human resource issues are summarised in Figure 6. This also includes the responses from one of the two questionnaires received after the cut off date and the two UK government organisations. Their responses are also included in the 'total tables' elsewhere in this report. The responses from the other questionnaire received after the 'cut-off' date is incorporated into the Appendix only.

The overall ranking of issues in terms of 'very important' replies is given in figure 7. The priority issue in terms of 'very important' replies is 'creating a more

**Human resource issues in order of 'very important' replies**

| | |
|---|---|
| Creating a more flexible & responsive organisation | 77% |
| Quality & Teamwork | 58% |
| Continuing updating & development of knowledge & skills | 40% |
| Succession | 32% |
| Building broader and more mobile managers | 30% |
| Internationalisation: Preparation for the globalisation of business | 28% |
| Changing the Corporate Culture | 28% |
| Individual assessment replacing standard terms and conditions | 27% |
| Remuneration | 21% |
| Europeanisation: Preparation for 1992 | 17% |
| Preparation for appointment to the Board | 15% |
| Alternative patterns of work, e.g., teleworking | 1% |

*Figure 7 - All Respondents*

flexible and responsive organisation', followed by 'quality and teamwork' and 'continuing updating and development of knowledge and skills'. Ten of the twelve European and international companies responding gave 'Creating a more flexible and responsive organisation' a 'very important' ranking. 'Making the organisation structure more flexible' was the top ranked (in terms of 'very important' replies) of 14 human resource 'challenges' in a 1989 survey of 100 organisations undertaken for the BIM report 'The Responsive Organisation'[1].

Figure 8 lists the responses if one adds together the 'very important' and 'important' replies.

## HUMAN RESOURCE ISSUES

**How important do you consider the following human resource issues to be?**

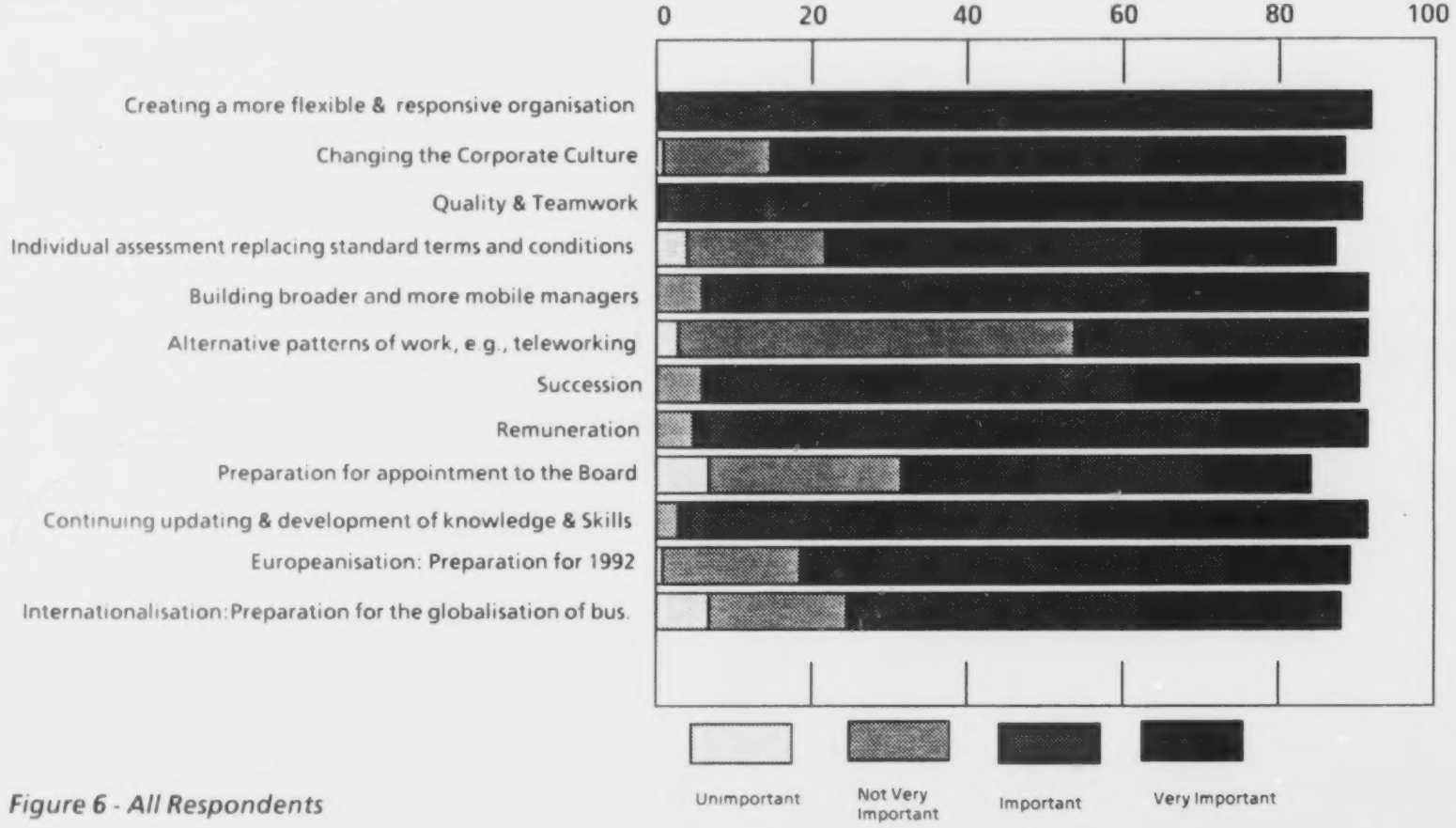



*Figure 6 - All Respondents*

**Human resource issues in order of importance when adding together 'very important and 'important' replies**

| | |
|---|---|
| Creating a more flexible & responsive organisation | 100% |
| Continuing updating & development of knowledge & skills | 97% |
| Remuneration | 95% |
| Building broader and more mobile managers | 93% |
| Succession | 92% |
| Quality & Teamwork | 88% |
| Changing the Corporate Culture | 80% |
| Europeanisation: Preparation for 1992 | 77% |
| Individual assessment replacing standard terms and conditions | 72% |
| Internationalisation: Preparation for the globalisation of business | 70% |
| Preparation for appointment to the Board | 58% |
| Alternative patterns of work, e.g., teleworking | 41% |

*Figure 8 - All Respondents*

Discussions with respondents suggest that creating a more flexible and responsive organisation is perceived as providing a basis for tackling a whole range of challenges and opportunities. A number of the other human resource issues were weighted in importance according to the extent to which they would facilitate the creation of a more flexible and responsive organisation. 'Quality and Teamwork' which ranked second in terms of 'very important' replies is thought to facilitate flexibility. 'Continuing updating and development of knowledge and skills' is ranked third in terms of 'very important' replies, closely followed by 'succession'.

'Alternative patterns of work, e.g., teleworking' ranked last as a human resource issue. In the 1989 survey for the BIM report 'The Responsive Organisation' [1], 'alternative patterns of work and careers, e.g., telecommuting' also ranked last as a human resource 'challenge'.

'Europeanisation : preparation for 1992' and 'internationalisation : preparation for the globalisation of business' were ranked more highly by UK professional firms and associations as a human resource issue than was the case with UK companies.

Two thirds of European and international companies responding gave 'internationalisation : preparation for the globalisation of business' a 'very

important' ranking. Overall, internationalisation to cope with the opportunities and challenges of the increasingly global nature of the marketplace and competition ranks ahead in importance of 'Europeanisation : preparation for 1992'.

**(b) Other Human Resource Issues**

Fewer than a half of the respondents took advantage of the opportunity to 'write in' other human resource issues of particular importance to their organisations. Those cited were highly individual, not one of the forty four issues being cited more than once. The issues are broadly categorised into groups in Figure 9. Only three respondents cited issues that could be categorised as 'international'.

**Other human resource issues of particular importance to respondents' organisations**

| Issues | No of Orgs. |
|---|---|
| Recruitment & retention | 11 |
| Career management & development | 7 |
| Selection & training | 7 |
| Assessment & performance | 7 |
| Business environment | 6 |
| Organisational & culture | 5 |
| International | 3 |
| Change related | 3 |
| Other | 5 |

*Figure 9 - All Respondents*

## Senior Management Team Qualities

### (a) Questionnaire Qualities

The responses to the question concerning the qualities sought in members of a senior management team are summarised in Figure 10. In Figure 11 these responses are presented in order of 'very important' replies. The most important quality sought is 'strategic awareness', followed by 'customer focus', 'individual responsibility' and 'communication skills'.

**Senior Management Team Qualities**
**Ranked in order of 'very important' replies**

| | |
|---|---|
| Strategic awareness | 76% |
| Customer Focus | 61% |
| Individual responsibility | 59% |
| Communication skills | 52% |
| Creativity | 43% |
| Perspective | 40% |
| Team player | 35% |
| Objectivity | 34% |
| Self-discipline | 34% |
| International awareness & perspective | 28% |
| Breadth | 28% |
| Transnational confidence & effectiveness | 21% |
| European awareness & perspective | 18% |
| Language ability | 7% |

*Figure 11 - All Respondents*

The importance of 'strategic awareness' and 'customer focus' is supported by another and recent Adaptation survey which concerned company directors[2].

Some respondents made the point that the importance of qualities relating to international and European operation vary according to function and/or discipline. It emerged from discussions that these issues are perceived as most relevant to those people within the organisation concerned with international operations, whereas the other issues were considered as important for the organisation as a whole. Europeanisation is in many cases yet to be regarded as an issue for the total organisation.

## SENIOR MANAGEMENT TEAM QUALITIES

**What qualities do you seek in members of your organisation's senior management team?**

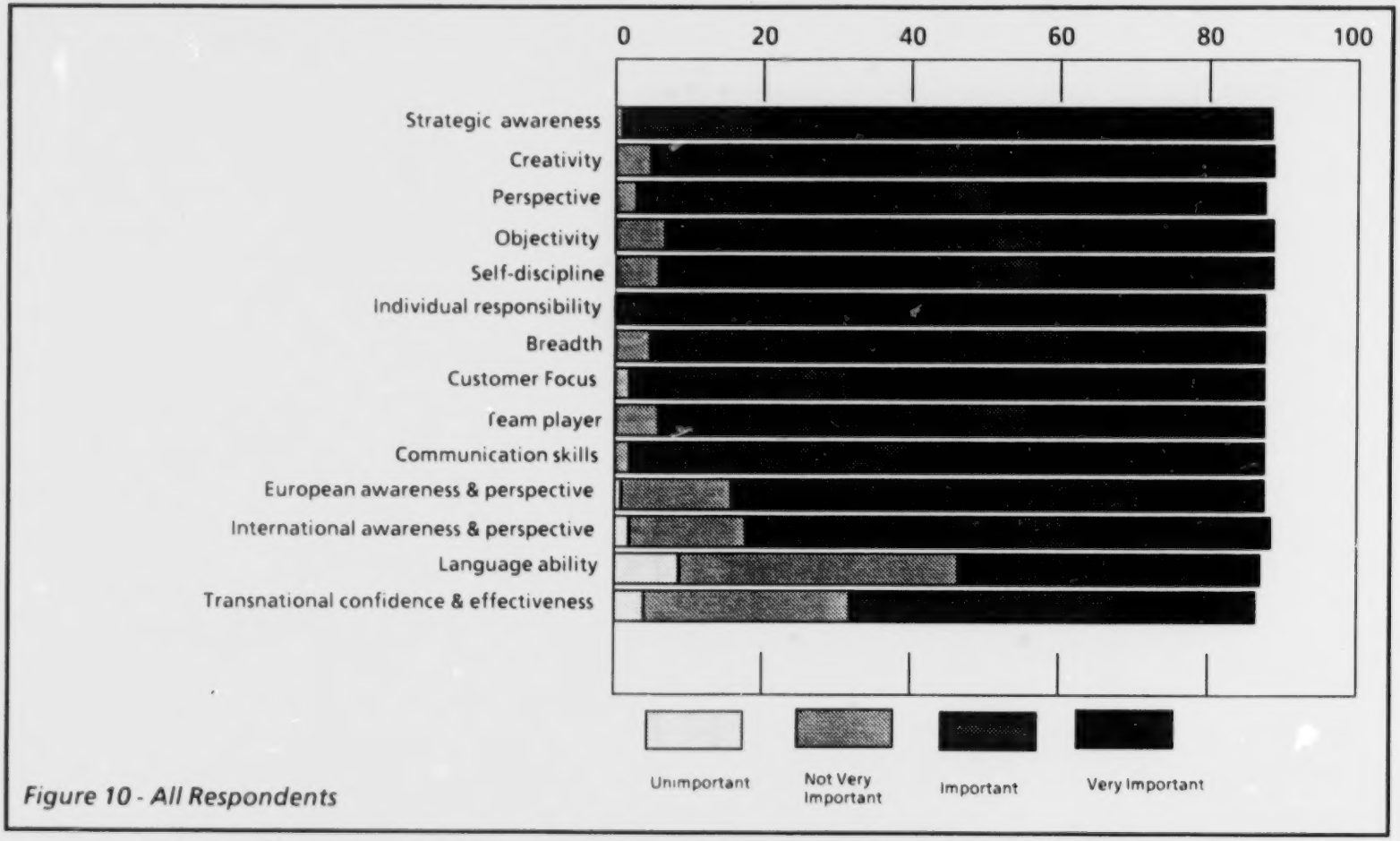



*Figure 10 - All Respondents*



22

23

Overwhelmingly 'language ability' is the quality ranked least in importance. Only one person from a UK company ticked the 'very important' box, and then qualified this with 'in theory', putting another tick in the 'not very important' category qualified with an 'in practice' comment. About a half of the UK company respondents felt that 'language ability' is 'not very important' as a 'quality'.

'Individual responsibility' which ranked fourth as a quality sought by UK companies, ranked first in terms of 'very important' replies from UK professional firms and associations. This reflects the traditional importance placed by professionals upon individual professional autonomy and responsibility. It was closely followed by 'strategic awareness'.

European and international respondents gave 'International awareness and perspective' a significantly higher importance rating than was the case with respondents from UK companies. 'Language ability' was ranked significantly more highly by European and international companies. All but one respondent considered it to be either 'important' or 'very important'. 'Transnational confidence and effectiveness' was also ranked more highly by European and international companies than was the case with UK companies.

**(b) Other Qualities**

The abilities to lead, motivate and develop others, both individuals and teams emerge at the head of the 'other qualities' sought in members of a senior management team. Overall, personal qualities and attributes appear to rank ahead of technical expertise. Little importance is attached to 'qualifications', these being only mentioned by two respondents. (*Figure 12*). These findings are again consistent with other recent evidence concerning the qualities sought in company directors[2].

## Other qualities sought in members of the senior management teams

| Qualities | No of Orgs. |
|---|---|
| Leadership/motivational skills | 16 |
| Development of others/team building | 10 |
| Ability, intellect & 'other' personal qualities | 9 |
| Awareness & sensitivity | 8 |
| Financial understanding & awareness | 7 |
| Interpersonal skills | 6 |
| Flexibility | 6 |
| Communication/presentational skills | 5 |
| Ethics, values, trust | 5 |
| Strategy/planning | 4 |
| Technical expertise/qualifications | 4 |

*Figure 12 - All Respondents*

## European Element in Different Subjects

The responses concerning the significance of a European element in various subject areas are summarised in Figure 13. The responses are ranked in order of 'very significant' replies in Figure 14. Marketing, business policy and corporate planning are the subject areas in which a European element is thought to be the most significant.

**Significance of a European element in various subjects in order of 'very significant' replies**

| | |
|---|---|
| Marketing | 54% |
| Business Policy | 51% |
| Corporate Planning | 45% |
| Human Resources | 24% |
| Information Technology | 13% |
| Finance & Accounting | 11% |
| Operations Management | 10% |

*Figure 14 - All Respondents*

## MANAGEMENT EDUCATION & DEVELOPMENT

**How significant do you feel a European element should be in the following?**

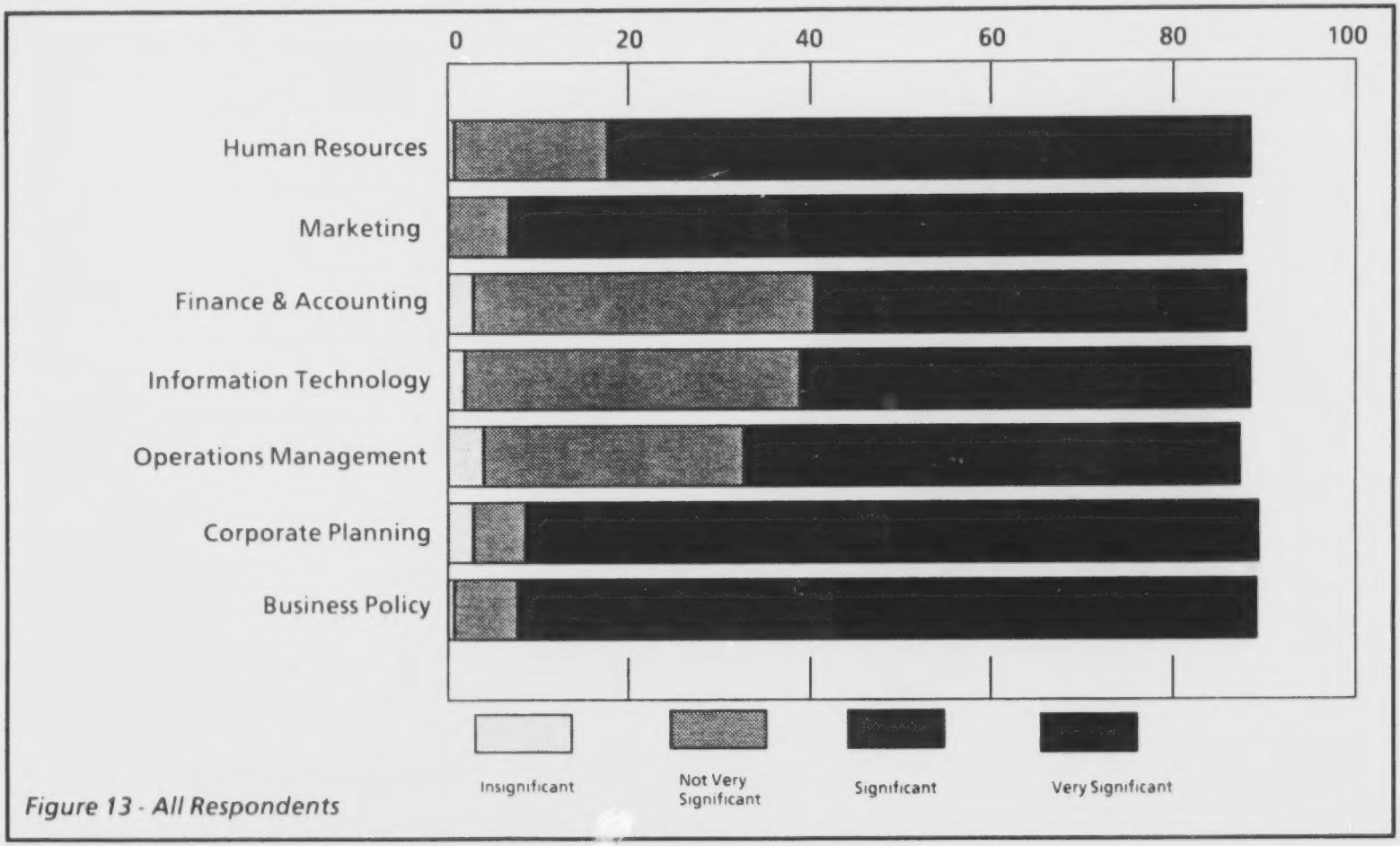



*Figure 13 - All Respondents*

## Levels of Formal Qualifications

The responses concerning the importance of education and development at various levels of formal qualification are summarised in Figure 15. The greatest importance is attached to executive programmes for senior management and directors. More importance is placed upon certificate and diploma programmes for junior and middle managers respectively than upon masters degree programmes for senior management.

Once again the summary *(Figure 15)* includes the responses from two UK government organisations. Both considered education and development at all the levels of formal qualification to be either 'not very important' or unimportant' with one exception in that one of the respondents thought certificate level education and development to be 'important'.

The European and international respondents appear to attach greater importance to all forms of education and development than those from UK companies. The difference is noticeable in Diploma level programmes for middle management and at the masters degree level for senior management, as well as at the executive programme level.

## MANAGEMENT EDUCATION & DEVELOPMENT

**How important is education and development at the following levels of formal qualification for your organisation?**

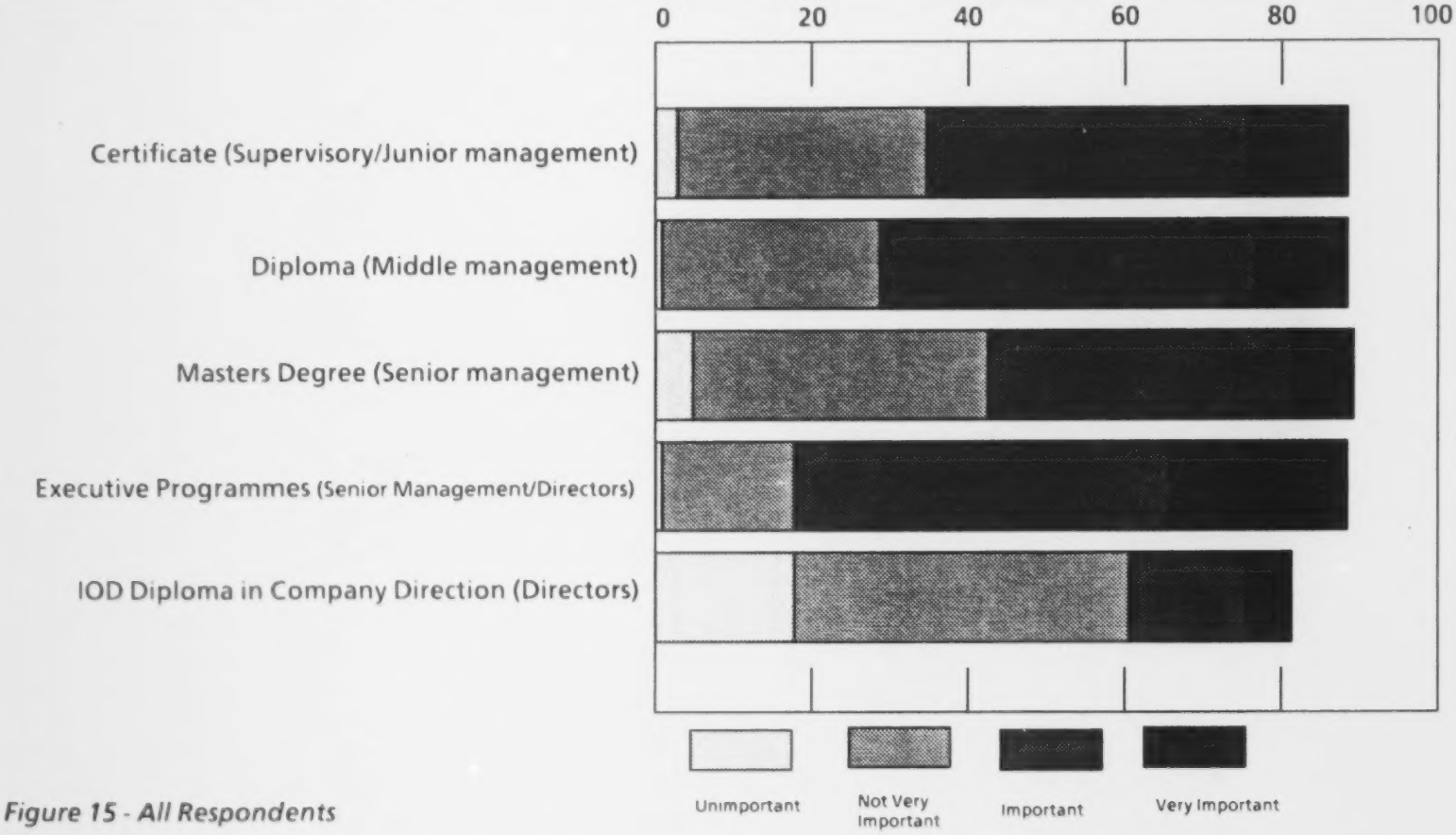



*Figure 15 - All Respondents*

## Mode of Study

The relevance attached by the respondents to various modes of study is summarised in Figure 16. In Figure 17 the responses are ordered according to 'very relevant' responses, while in Figure 18 they are ranked in terms of relevance when the 'very relevant' and 'relevant' responses are added together.

**Relevance of various modes of study in order of 'very relevant' replies**

| | |
|---|---|
| Tailored company specific programmes | 52% |
| Project component | 36% |
| In company delivery | 30% |
| Open programmes | 24% |
| Modular programme | 23% |
| Self-managed | 21% |
| Issue based | 21% |
| Part time day release | 20% |
| Evening | 19% |
| Distance learning | 18% |
| Portability of credits/qualifications within UK | 14% |
| Mutual recognition of qualifications within EC | 14% |
| Joint programme/joint validation | 13% |
| Residential element | 13% |
| Period of study in another EC country | 13% |
| Full time | 13% |
| Study visit abroad | 11% |
| Discipline centred | 11% |
| Industry specific programmes | 11% |
| Block release | 3% |

*Figure 17 - All Respondents*

The most relevant 'modes of study' are thought to be 'tailored company specific programmes', with a 'project component' and 'in company delivery'. 'Issue based', 'modular' and 'open' programmes are also thought to be relevant. A 'period of study in another EC country', a 'study visit abroad' and 'block release' are not thought to be very relevant.

Full time study is ranked last in order of relevance when the 'very relevant' and 'relevant' replies are combined *(Figure 18)*.

## MANAGEMENT EDUCATION & DEVELOPMENT

**How relevant do you believe the following modes of study are to your organisation's management development needs?**

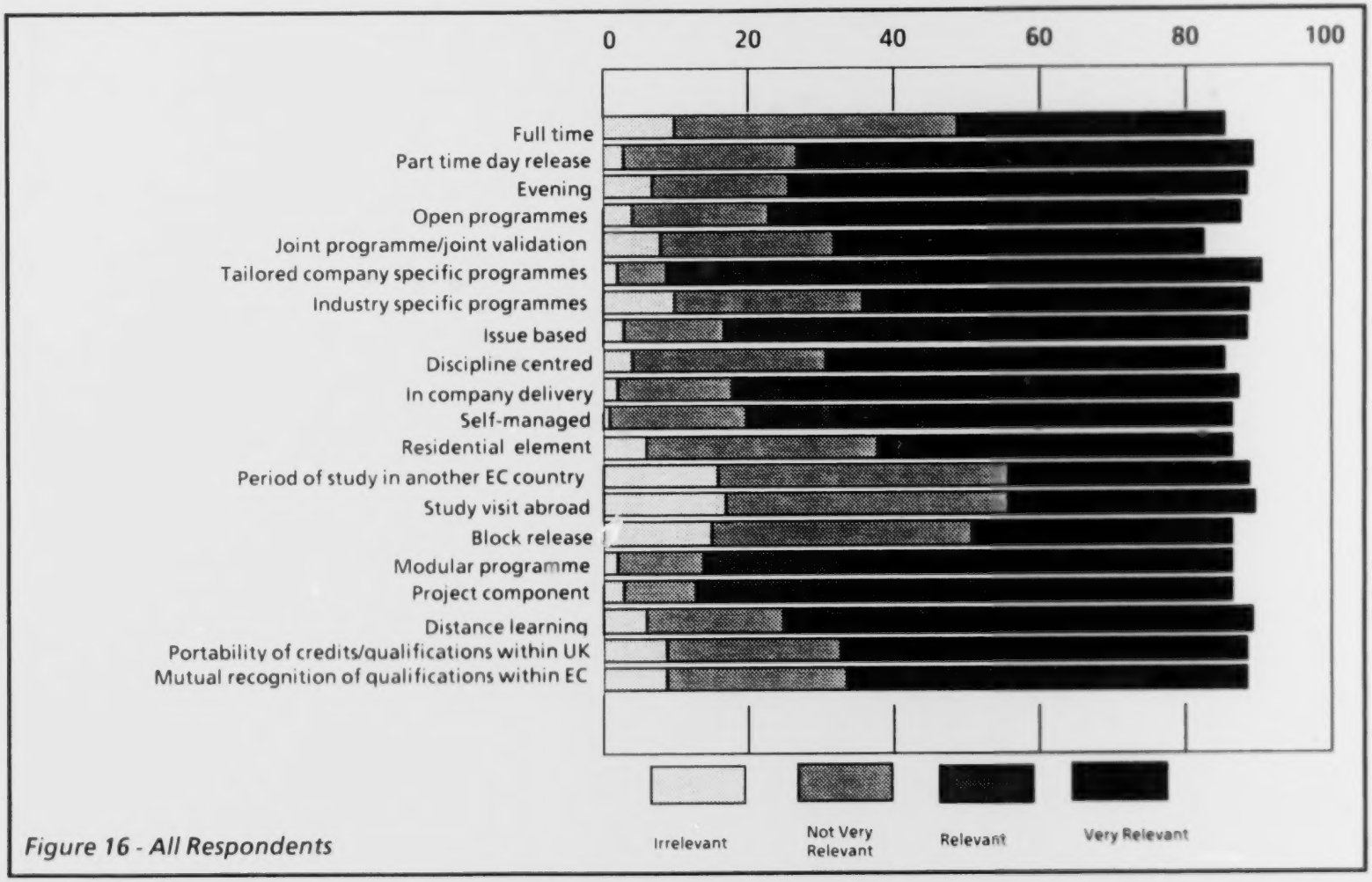



*Figure 16 - All Respondents*

**Relevance of various modes of study in order of 'very relevant' & 'relevant' replies**

| | |
|---|---|
| Tailored company specific programmes | 90% |
| Project component | 81% |
| Modular programme | 80% |
| Issue based | 79% |
| In company delivery | 77% |
| Self-managed | 74% |
| Open programmes | 71% |
| Distance learning | 71% |
| Part time day release | 69% |
| Evening | 69% |
| Portability of credits/qualifications within UK | 62% |
| Mutual recognition of qualifications within EC | 60% |
| Discipline centred | 60% |
| Industry specific programmes | 58% |
| Joint programme/joint validation | 56% |
| Residential element | 54% |
| Block release | 40% |
| Study visit abroad | 37% |
| Period of study in another EC country | 36% |
| Full time | 13% |

*Figure 18 - All Respondents*

Compared with UK companies, the replies from professional firms and associations give a significantly higher 'relevance rating' to the 'portability of credits/qualifications' within the UK, and the 'mutual recognition of qualifications' with the EC. The recognition of their professional qualifications is clearly a matter of some concern to professionals, over seven out of ten respondents believing 'mutual recognition, and over three quarters of respondents believing 'portability', to be either 'relevant' or 'very relevant'.

Compared with the replies from UK companies, the European and international respondents put a higher 'relevance rating' upon 'issue based' programmes and a 'period of study in another EC country'. Less relevance was attached to 'distance learning', 'block release', 'portability of credits/qualifications within UK' (perhaps not surprisingly) and 'mutual recognition of qualifications' within the EC, than was the case with respondents from UK companies.

## Location of Learning

The most appropriate location for learning is thought to be at a 'place of work', followed by a 'country house or specialist executive centre' *(Figure 19)*.

## The MBA Programme

### (i) MBA Programme Subjects

'Human resources' subjects and topics were those mentioned most often in responses to the open ended questions in the questionnaire concerning whether there were particular subjects which the organisations of the respondents would like to see as both 'core' and 'optional' subjects in an MBA programme. It was followed by 'marketing/distribution' and 'strategy/planning'. The 'management/ operations' categorisation of responses covers a wide range of topics.

The broad categorisation of responses in Figure 20 conceals the fact that over 70 different subjects and topics were mentioned by respondents, and in only three cases, namely 'marketing', 'human resources' and 'strategy' were the same words used to describe a subject area on three or more occasions. The wide range of subjects referred to suggests a diverse set of requirements and is consistent with the preference for courses tailored to the requirements of individual companies. The overall responses are supported by other recent surveys[1,2,3].

### (ii) Participation in MBA Programmes

Ninety organisations responded to the open ended question of who takes the initiative in respect of participation in MBA programmes. In some cases more than one response was given according to circumstances. For over a third of the respondents the individual employee was generally responsible for taking the initiative, while in about a half of the organisations participating the individual employee generally, or sometimes, took the initiative *(Figure 21)*.

The 'organisation' was cited as generally taking the initiative as regards to participation in MBA programmes in the case of two thirds of the respondents. The personnel and human resources functions took the initiative in a quarter of cases, and the training or management development function in a sixth of cases.

## MANAGEMENT EDUCATION & DEVELOPMENT

**How appropriate do you feel the following locations would be for learning?**

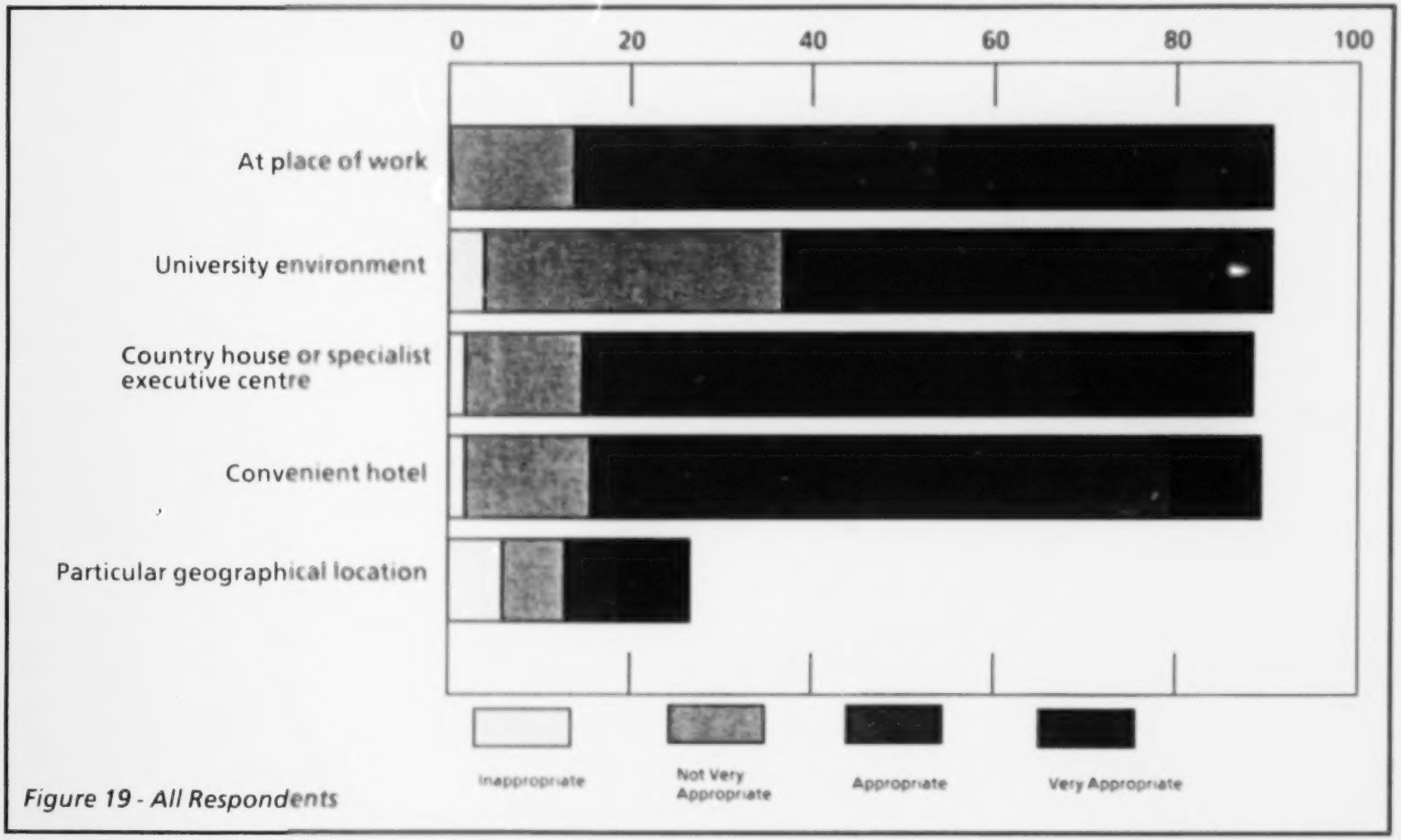



*Figure 19 - All Respondents*

37

38

**Respondents preferences for MBA programme subjects**

| Subjects | No of Respondents | |
|---|---|---|
| | As Core Subjects | As Optional Subjects |
| Human resources | 13 | 5 |
| Management/operations | 11 | 3 |
| Strategy/Planning | 9 | 3 |
| Marketing/Distribution | 8 | 5 |
| Financial Aspects | 6 | 1 |
| International Aspects | 5 | 5 |
| Quality/Service | 4 | 2 |
| Manufacturing/Production | 3 | 3 |
| Leadership | 3 | 1 |
| Business Environment | 2 | 2 |
| Information Technology | 2 | - |
| Learning | 1 | 1 |
| Others | 6 | 2 |

*Figure 20 - All Respondents*

**The Initiative in respect of participation in MBA programmes**

| Functions | No of Organisations |
|---|---|
| Personnel/Human Resources | 22 |
| Training/Management Development | 15 |
| Operating Units | 9 |
| Other functions | 7 |
| Personnel & Line Manager Jointly | 6 |
| **TOTAL: ORGANISATION** | **59** |
| | **No of Individuals** |
| Generally individual | 36 |
| Sometimes individual | 9 |
| **TOTAL: INDIVIDUAL EMPLOYEE** | **45** |

*Figure 21 - All Respondents*

The operating units or a line manager jointly with the personnel function took the initiative in a further sixth of the organisations covered by the responses.

**(iii) MBA Programme Time Commitment**

Seventy-eight respondents answered the open ended question concerning how much time they felt a senior manager could reasonably commit per annum to

preparation for a post-graduate degree. The most common response which accounted for a quarter of the responses was from 20-30 days. Two thirds of respondents felt that less than forty days per annum could be committed. The two respondents from UK professional associations citing 100 + days per annum thought MBA study should be on a full-time basis*(Figure 22)*.

**Time a senior manager could reasonably commit per annum to preparation for a post-graduate degree**

| No of Days | No of Respondents | | | |
|---|---|---|---|---|
| | UK Companies | UK Prof Firms & Assns | European & Internat Companies | TOTAL |
| 100 + | 3 | 2 | 1 | 6 |
| 80>100 | - | - | - | - |
| 60>80 | 3 | 1 | - | 4 |
| 40>60 | 4 | 2 | 1 | 7 |
| 20>40 | 18 | 6 | 1 | 25 |
| 10>20 | 5 | 3 | 5 | 13 |
| 0>10 | 1 | 1 | 2 | 4 |
| Varies | 6 | 3 | 1 | 10 |
| None/Not Relevant | 7 | 2 | - | 9 |
| | 47 | 20 | 10 | 78 |

*Figure 22 - All Respondents*

Fewer than six out of ten of the respondents answered the question of how much time during a post-graduate degree programme, the main purpose of which is to build European and/or international awareness and perspective, should be spent abroad. The most common response was 10-20 days *(Figure 23)*.

All those citing over a hundred days referred to periods of either four or six months within the framework of a full-time MBA programme. The 'not relevant' replies all mentioned a period of 'foreign' service, working and living abroad, as part of a typical career to be a preferred option.

**(iv) Programme Commencement Date**

A varied set of responses was obtained to the open-ended question concerning at which point in the year a formal MBA programme should commence *(figure 24)*.

**Time which should be spend abroad**

| No of Days | No of Respondents | | | |
|---|---|---|---|---|
| | UK Companies | UK Prof Firms & Assns | European & Internat Companies | TOTAL |
| 100 + | 1 | 2 | - | 3 |
| 80>100 | - | - | 1 | 1 |
| 60>80 | 1 | - | - | 1 |
| 40>60 | 2 | - | 1 | 3 |
| 20>40 | 5 | 1 | 1 | 7 |
| 10>20 | 12 | 5 | 1 | 18 |
| 0>10 | 4 | 2 | 2 | 8 |
| Varies | 1 | 1 | 1 | 3 |
| None/Not Relevant | 5 | 1 | 2 | 8 |
| | 31 | 12 | 8 | 52 |

*Figure 23 - All Respondents*

**Point in the year at which a formal MBA programme should commence**

| Month | No of Respondents |
|---|---|
| January | 6 |
| February | 3 |
| March | 4 |
| April | 6 |
| May | 7 |
| June | 6 |
| July | 5 |
| August | 6 |
| September | 18 |
| October | 10 |
| November | 7 |
| December | 1 |

*Figure 24 - All Respondents*

Over a third of the respondents did not have a preference, while a number specified more than one month as a preferred starting point. The most frequently cited month, but mentioned by under a quarter of the seventy-six respondents answering this particular question, was September.

## Internationalisation in Practice

### (i) Building International Awareness and Perspective

Over four out of ten respondents developed a European and/or international awareness and perspective, and capacity for transnational effectiveness in senior managers by means of international work secondments, exchanges, transfers or assignments *(Figure 25)*. Three out of ten cited work, or work related,

**Means of developing a European and/or international awareness, perspective and capacity for transnational effectiveness**

| Method | No of Organisations |
|---|---|
| International transfers/Assignments | 23 |
| Secondments/exchanges | 17 |
| International activities, conferences, contacts, meetings etc | 15 |
| International projects/task forces | 12 |
| **TOTAL: Part of normal job** | **67** |
| | |
| Internal courses | 22 |
| External courses | 10 |
| Other training and experience | 8 |
| **TOTAL: Training** | **40** |
| | |
| Note: Does nothing | 5 |

*Figure 25 - All Respondents*

participation in international projects or task forces, or participation in international activities including conferences and meetings as a means of building international awareness. A similar number referred to the use of specific courses. Internal courses were cited more than twice as often as external courses.

### (ii) Improving the Process of Internationalisation

A wide range of responses were received to the open ended question concerning how the process of internationalisation of senior management might be improved *(Figure 26)*. Over a half of the respondents felt that some improvement could be made. The responses suggest that in the main what is being sought is incremental improvement to current practice. There is little if any evidence of any perception that there is a new or different 'external'

**Improving the effectiveness of internationalisation**

| Method | No of Organisations |
|---|---|
| More of current activities | 8 |
| Improvements to training, courses etc | 7 |
| Greater formality & structure | 6 |
| Targetting, focus on individual needs | 6 |
| Greater use of international secondments, exchanges, taskforces, projects etc. | 6 |
| Satisfied with current approach | 6 |
| Greater focus/awareness on international dimension | 6 |
| More planning | 3 |
| Clearer objectives | 3 |
| Improved evaluation & feedback | 3 |
| Self or action learning | 3 |
| Allocation of greater resources, time etc | 2 |
| 'Others' | 4 |

*Figure 26 - All Respondents*

solution that might be employed to better equip managers for international operation.

### (iii) Sources of Advice

So far as sources of advice on management development issues are concerned the most commonly cited sources are internal human resource, personnel or training specialists, followed by external consultants and advisors *(Figure 27)*. Some respondents mentioned more than one source of advice.

**Sources of authoritative advice and information on management development issues**

| Source | No of Organisations |
|---|---|
| Internal HR/personnel/training specialists | 41 |
| External consultants/advisers | 25 |
| Business schools | 16 |
| Professional & national/international associations | 8 |
| Other educational institutions | 6 |
| Various/others | 5 |

*Figure 27 - All Respondents*

## References

(1) Colin Coulson-Thomas & Richard Brown, 'The Responsive Organisation', British Institute of Management, 1989

(2) Colin Coulson-Thomas, 'Professional Development of and for the Board', Adaptation Ltd., survey report for Institute of Directors, February 1990

(3) Colin Coulson-Thomas & Richard Brown, 'Beyond Quality, managing the relationship with the customer', British Institute of Management, 1990

# Human Resource Development for International Operation

## APPENDIX

Appendix

# Human Resource Development for International Operation

## Questionnaire

### Introduction

The purpose of this questionnaire is to understand human resource requirements for international operation so that these can be better met by management education and development programmes.

Please complete the questionnaire to the extent that you can. We are interested in **your** views.

### Human Resource Issues and Qualities

How important do you consider the following human resource issues to be? (For each issue please tick one box):

| Human Resource Issue | Very Important | Important | Not Very Important | Un-important | NA |
|---|---|---|---|---|---|
| Creating a more flexible & responsive organisation | 71 | 22 | | | |
| Changing the Corporate Culture | 26 | 48 | 15 | 1 | 3 |
| Quality & Teamwork | 54 | 38 | | | 1 |
| Individual assessment replacing standard terms and conditions | 26 | 41 | 18 | 4 | 4 |
| Building broader and more mobile managers | 29 | 58 | 6 | | |
| Alternative patterns of work, e.g., teleworking | 3 | 35 | 53 | 3 | |
| Succession | 29 | 57 | 6 | | 1 |
| Remuneration | 19 | 69 | 5 | | |
| Preparation for appointment to the Board | 14 | 39 | 26 | 7 | 7 |
| Continuing updating & development of knowledge & Skills | 37 | 53 | 3 | | |
| Europeanisation: Preparation for 1992 | 16 | 56 | 18 | 1 | 2 |
| Internationalisation: Preparation for the globalisation of business | 27 | 38 | 18 | 7 | 3 |

Are there other human resource issues which are particularly important from the point of view of your company?

.....



.....

What qualities do you seek in members of your organisation's senior management team? (For each quality please tick one box):

| Quality | Very Important | Important | Not Very Important | Unimportant | NA |
|---|---|---|---|---|---|
| Strategic awareness | 70 | 19 | 1 | | 2 |
| Creativity | 41 | 44 | 5 | | 2 |
| Perspective | 37 | 49 | 3 | | 3 |
| Objectivity | 31 | 52 | 7 | | 2 |
| Self-discipline | 31 | 53 | 6 | | 2 |
| Individual responsibility | 54 | 35 | | | 3 |
| Breadth | 26 | 58 | 5 | | 3 |
| Customer Focus | 57 | 30 | 2 | | 3 |
| Team player | 32 | 51 | 6 | | 3 |
| Communication skills | 48 | 39 | 2 | | 3 |
| European awareness & perspective | 17<br>1 (for some) | 55 | 15<br>1 (for others) | 1 | 3 |
| International awareness & perspective | 27<br>1 (for some) | 44 | 16<br>1 (for others) | 2 | 2 |
| Language ability | 5<br>1 (in theory)<br>1 (for some) | 35 | 38<br>1 (in practice)<br>1 (for others) | 9 | 3 |
| Transnational confidence & effectiveness | 20<br>1 (for some) | 35 | 28<br>1 (for others) | 4 | 4 |

Are there other qualities which are sought in members of your organisation's senior management team?:

.....

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**Management Education & Development**

How significant do you feel a European element should be in the following? (For each element please tick one box):

| Subject | Very Significant | Significant | Not Very Significant | Insignificant | NA |
|---|---|---|---|---|---|
| Human Resources | 23 | 49 | 17 | 1 | 2 |
| Marketing | 50 | 32 | 7 | | 3 |
| Finance & Accounting | 10 | 39 | 38 | 3 | 2 |
| Information Technology | 12 | 39 | 37 | 2 | 2 |
| Operations Management | 9 | 47 | 29 | 4 | 3 |
| Corporate Planning | 41 | 41 | 6 | 3 | 1 |
| Business Policy | 47 | 36 | 7 | 1 | 1 |

How important is education and development at the following levels of formal qualification for your organisation? (For each level please tick one box) :

| Qualification | Very Important | Important | Not Very Important | Un-important | NA |
|---|---|---|---|---|---|
| Certificate (Supervisory/Junior management) | 13 | 42 | 32 | 3 | 2 |
| Diploma (Middle management) | 12 | 49 | 28 | 1 | 2 |
| Masters Degree (Senior management) | 8 | 39<br>1 (tomorrow) | 38<br>1 (today) | 5 | 1 |
| Executive Programmes (Senior Management/Directors) | 24 | 48 | 17 | 1 | 2 |
| IOD Diploma in Company Direction (Directors) | 6 | 16 | 43 | 18 | 9 |

How relevant do you believe the following modes of study are to your organisation's management development needs? (For each mode of study please tick one box):

| Mode of Study | Very Relevant | Relevant | Not Very Relevant | Irrelevant | NA |
|---|---|---|---|---|---|
| Full time | 13 | 25 | 39 | 10 | 5 |
| Part time day release | 18 | 46 | 24 | 3 | 1 |
| Evening | 17 | 47 | 19 | 7 | 2 |
| Open programmes | 22 | 44 | 19 | 4 | 3 |
| Joint programme/joint validation | 12 | 40 | 24 | 8 | 8 |
| Tailored company specific programmes | 48 | 35 | 7 | 2 | |
| Industry specific programmes | 11 | 43 | 26 | 10 | 2 |
| Issue based | 19 | 54 | 14 | 3 | 2 |
| Discipline centred | 10 | 46 | 27 | 4 | 5 |
| In company delivery | 28 | 43 | 16 | 2 | 3 |
| Self-managed | 20 | 48 | 19 | 1 | 4 |
| Residential element | 13 | 37 | 32 | 6 | 4 |
| Period of study in another EC country | 11 | 23 | 40 | 16 | 2 |
| Study visit abroad | 10 | 25 | 39 | 17 | 1 |
| Block release | 3 | 34 | 36 | 15 | 4 |
| Modular programme | 21 | 53 | 12 | 2 | 4 |
| Project component | 33 | 42 | 10 | 3 | 4 |
| Distance learning | 16 | 49 | 20 | 6 | 1 |
| Portability of credits/qualifications within UK | 13 | 43 | 25 | 9 | 2 |
| Mutual recognition of qualifications within EC | 14 | 42 | 25 | 9 | 2 |

**Postgraduate Degree (MBA) Programmes**

Are there particular subjects which your organisation would like to see included in an MBA programme?

As core subjects: .....

.....

.....

.....

As optional subjects: .....

.....

.....

.....

How appropriate do you feel the following locations would be for learning? (For each location please tick one box):

| Location | Very Appropriate | Appropriate | Not Very Appropriate | In-appropriate | NA |
|---|---|---|---|---|---|
| At place of work | 37 | 40 | 15 | | |
| University environment | 7 | 48 | 33 | 4 | |
| Country house or specialist executive centre | 21 | 54 | 13 | 2 | 2 |
| Convenient hotel | 10 | 64 | 15 | 2 | 1 |
| Particular geographical location | 8 | 6 | 7 | 6 | 65 |

Who takes the initiative in respect of participation in MBA programmes?

Your Organisation (Please specify department/individual responsible):

.....

.....

The Individual Employee: .....

Other (please specify): .....

.....

How much time do you feel a senior manager could reasonably commit per annum to preparation for a post-graduate degree (e.g., MBA)? (Please specify whether days or weeks):

.....

.....

.....

If a main purpose of such a programme is to build a European and/or international awareness and perspective, how much of this time do you feel should be spent abroad? (Please specify whether days or weeks):

.....

.....

.....

At what point in the year would you prefer a formal programme to commence? (Please specify the month):

. . . . . .

. . . . . .

How does your organisation currently develop a European and/or international awareness, perspective and capacity for transnational effectiveness in its senior managers?

. . . . . .

. . . . . .

. . . . . .

How might the effectiveness of this development be improved?

. . . . . .

. . . . . .

. . . . . .

To whom does your organisation turn for authoritative advice and information on management development issues?

. . . . . .

. . . . . .

Any Other Comments

. . . . . .

. . . . . .

. . . . . .

. . . . . .

Job Title . . . . . .

Name of organisation . . . . . .

Size of organisation . . . . . .

Turnover (£) . . . . . .

Number of people employed . . . . . .

What is the **main** activity of your organisation? (please tick one box):

| Activity | Please tick (64) |
|---|---|
| Manufacturing/Production | 28 |
| Leisure | - |
| Utilities | 1 |
| Financial Services | 7 |
| Retail/Distribution | 7 |
| Public Administration and Government | 1 |
| Construction/Engineering | 5 |
| Educational body | 1 |
| Professional Scientific or Consultancy | 27 |
| Transport/Communications | 5 |
| Other Services | 3 |

Other (please specify).....8.....
.....

This survey is part of a wider project. Would you be willing to be contacted to discuss your views regarding the Europeanisation and/or internationalisation of your management team?:If **YES** please supply your name, address and telephone number:

| | |
|---|---|
| YES | |
| NO | |

(65)

Name .....

Address .....
.....
.....

Telephone Number .....

**Thank you for taking the time to complete this questionnaire**

**Please return to**:
Dr Colin Coulson-Thomas,
Adaptation Limited,
Rathgar House,
237 Baring Road,
Grove Park,
LONDON SE12 0BE.